**PRE-WRITING THE PERSUASIVE SPEECH**

**Boram Lee’11 (F Block)**

**Choose a Specific Issue:**

*Brainstorm five school-related issues to encourage your listeners to think about and agree with the position you support on an issue that concerns them.*

*Rate each issue from one to five on the following criteria. Choose the issue with the highest total of points to defend or attack.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Possible Issue** | **It is narrow enough to be argued** | **Each side can make a strong case** | **People have strong feelings about the issue** |
| Time between classes should be longer. | 5 | 5 | 5 |
| Students have right to stay afterschool freely. | 4 | 5 | 5 |
| The “school start time” is early. | 4 | 3 | 3 |
| The cafeteria should have more take out menu for students. | 4 | 4 | 5 |
| School should not control students’ Mac-book systems. | 5 | 4 | 5 |

**Plan Your Thesis**

*Plan a statement that identifies the issue and states your perspective on it.*

*For example: the city’s new curfew law for teenagers should be repealed.*

*The “law” is the issue and “should be repealed” is the opinion.*

|  |  |
| --- | --- |
| **Issue:** | **Opinion:** |
| The school restrains students’ computer programs and invades the privacy. | Students’ Mac-book programs should not be exposed to school. (School should not invade students’ Mac-book program). |

|  |
| --- |
| **Combine the above into one thesis sentence:** |
| The school should stop restrain students’ Mac-book programs because it not only violates students’ privacy, but also it is students’ responsibility to study in the classes. |

**Gather and Shape Support**

*In order to persuade your audience, you must explain to them why your opinion is valid. Back up your opinion with three reasons. Each reason should appeal to either their emotions, sense of logic, or ethical beliefs.*

*See example on p.115 of your textbook for help.*

|  |  |  |
| --- | --- | --- |
| **Reason** | **Evidence** | **Appeals to:** |
| Students have privacy | School screenshots students’ screen and continuously checks their history. | Students (Some teachers)  Logic / Emotion |
| Students know how to handle studying and working for the classes. | Students concentrate when they need to be. Students are not failing the classes. | Students  Logic |
| KIS already places students under the school watch | Cameras are all over the school. | Students (Some teachers)  Emotion |

**Rhetorical Devices**

*You must use all five of the rhetorical devices that we studied in class.*

|  |  |  |
| --- | --- | --- |
| **Device** | **Corresponds to this reason:** | **The example is:** |
| Rhetorical question | It persuades the audience emotionally and logically that my opinion is convincing. | Do you want to be placed under strict watch everyday, hour by hour? |
| Allusion | It reasons why my point is right as using some known reference and reflecting it. | KIS monitors all students in the building and in the internet as the U.S spies North Korea every day. |
| Analogy |  |  |
| Anecdote |  |  |
| Counterclaim |  |  |

**Organization**

*Use the following table to organize your speech. You can either progress from the weakest reason to the strongest reason or vice versa.*

|  |  |
| --- | --- |
| **Paragraph** | **Brief Synopsis** |
| **Introduction** | Opening statement:  Thesis statement: |
| **1st paragraph** | 1st reason |
| **2nd paragraph** | 2nd reason |
| **3rd paragraph** | 3rd reason |
| **Conclusion** | Restated thesis:  Call to action: |

**Presentation**

*You will have two copies of your speech. One will be a hard copy for me. The other copy will be for your use while you are speaking.*

*Underline or highlight words or phrases that you will emphasize. Note the pitch and volume that you intend to use at various points.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Verbal Techniques** | **At this point in my speech:** | **Nonverbal Techniques** | **At this point in my speech:** |
| Tone |  | Eye Contact |  |
| Volume |  | Facial Expression |  |
| Pause |  | Gestures |  |
| Rate |  | Posture |  |